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Didactical competences formed for academic career

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Abstract

Universitary education represents that level from education system which can contribute to the progress of entire society from economical to cultural level. The main instrument to convey cultural and scientical experiences to the others is the instructive-educative process. Universitary teaching staffs carry out specifics roles: specialist, teacher, educational, scientific, and institutional in personal and professional development. The universitary profession needs formation and development of some competence, like: teaching, personal and institutional development, connection.

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1. The mission of Higher Education

Higher education is the education system who can contribute directly and indirectly at the progress of society, from economic to the cultural plan. Educational process is conducted in the university as a main instrument for the transmission of cultural and scientific experience accumulated over time. Field education provides the intellectual standards of society, moral standards, codes attitudinal, values orientations (Neculau, 1997).

Educational, cultural and social values promoted in universities have the role to guide throughout the community. Higher education institutions operating as true development labs, processing and transmission of norms, values the company, directing the development of its lines. Frameworks of thought created in the academic field generates basic guidelines in mind of the whole society, by promoting ideas and practices of scientific, philosophical, ideological, making use of experiences that were the models of training and professional development.

As a superior court of concentration and promotion of values, university does not promote a simple transfer of values in social space, but occurs selectively enforcing them. Values education in the spirit selection is one of the important steps required to make by the each member of academic staff and the higher education community as a whole. In the academic environment there are promoted values, while considering, debating, or even deny a series of values that are not in accordance with certain requirements of social, ethical, scientific, political, ideological (Cucos, 1997). Academic values can be found both in the theoretical discourse (knowledge disseminated authenticity, accuracy and depth discursive style) and manifested in the interpersonal relationships between the actors participating in the process.

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The mission of higher education will focus on following directions (Rapport of International Commission UNESCO for 21st century education, 1996):

- learning to know, to know the reality of past, present or virtual, learning to learn continuously, to get near autonomously and cultural values that exist at a time;
- learning to do, learning to act to reach a pragmatic competence in a particular horizon of activity, learning to cope with diverse and complex social situations that tend to integrate;
- learning to live together, to be permissive and attentive to each other, to optimally perceive otherness and become integral with it, depending on circumstances, to carry out joint projects and be ready to manage any conflicts with respect for the values of pluralism, of mutual understanding and peace;
- learning to be, put your personality in value, become able to pay their own responsibility, that you continually create, to live values to increase their spreads and by their own acts.

The university report is aimed at achieving a balance between teaching and research since the last time occurred dosages often inappropriate, ambiguous, unrealistic between the two components. We will present some principal points of view for pedagogical training of university teachers.

2. Curricula of pedagogical training for university lecturers

Training of academic staff teaching career is done in the Teacher Training Department, an institution which exists in the most universities in our country.

Until recently pedagogical training of teachers in higher education was in the same formula as for teachers in the pre-university education. From the 2008-2009 academic year, psycho-pedagogical skills training for those who choose to practice in high school and university teaching is done by going through two modules. The curricula for the first module consist of the following educational subjects: psychology of education, pedagogy 1 (fundamentals of pedagogy, curriculum theory and methodology), pedagogy 2 (theory and methodology of instruction, assessment theory and methodology), didactical teaching specialty, teaching practice, optional subjects, final evaluation or teaching portfolio. As part of the second module includes the following disciplines: teaching curricula area, classroom management, counseling and guidance, computer-assisted instruction, educational psychology, optionally I (1 of 4: intercultural education, education policy, teaching contemporary doctrine, school organization management), optional II (1 of 4: adult psycho-pedagogy, special pedagogy foundations, the sociology of education, research methodology in science education), final-project evaluation, practice stage (42 hours - for those who have worked in education in the period between completing the module I and module II entry).

Didactical competence includes a set of skills related to state educational diagnostic modalities, the prognosis of their organization educational process, assessment methods and also the motivation of students for their activity. Didactical competence is a practical value in relation to the personality of the teacher and educator's role as a specific way of objectification in the contexts of educational field. The current context of competitiveness in the higher education institutions creates multiple concerns from specialists to enhance the quality of education in these institutions. Thus, increasingly seeks to ensure effectiveness of teaching, learning and assessment in the university.

Designing and implementing training programs and research aimed training and pedagogical skills of teachers from Romanian universities as an urgent necessity. Through such approaches it is ensure the progress in university pedagogy research at national and international level, to create a culture of university pedagogy in Romanian universities, to ensure international compatibility of educational activities conducted in the university, as one of the objectives from the Bologna Declaration - assurance the quality of pedagogical training of teachers.

In the Romanian higher education, most of the teachers followed pedagogical training module, which was conducted differently depending on the time made and proved in many cases insufficient to support a performance activities at the university level. Upgrading the teaching of academic training and development path and balancing the ratio between this component and scientific research is an essential element of development strategies pursued in the future development of higher education.

Strategies to ensure the quality of university education must include some research stages such as:

- identifying information needs and continuous pedagogical training of teachers from the universities;
- training and developing communication skills, pedagogical competences, management of university teaching and research in education.

Quality assurance in university teaching is done by developing and implementing training programs and developing coherent teaching skills of academic staff and their evaluation. The literature of speciality listed a number of teaching strategies for continuous training of the academic staff:

- individual strategies (critical reflections on their teaching, elaborating portfolio, conducting business journals, conducting research on education);
- strategies that involves students (using feed-back from students, interpretation and exploitation of the results);
- strategies that involves other academics teachers (orientation and mentoring programs, exchanges programs, seminars, workshops);
- strategies initiated at the university level (establishment of university teaching centers' faculty development centers "or centers for teaching and learning").

3. Roles and specifics competences for university teachers

In the seminar "The initial and continue forming of teacher", organized by the Center Education 2000 +", Sinaia, 2001, Professor Dan Potolea presents the types of roles and competence of university teachers. The specific roles of university teachers are: being an expert, teaching, educational, research, institutional and community development, professional and personal development. University teaching profession requires training and skill development of the following types: educational, relational, personal and institutional development.

A. Teaching skills aimed at designing and planning staff, curricular products, processes, staff / teaching-learning practice, practice evaluation, improvement / innovation professionalization of students.

a. The design and planning staff, curriculum related: training programs, developed discipline record; thematic modules (sets of lectures, course structure learning media); printed academic course; media studies: seminars, workshops, teaching practice etc.

b. Processes teaching / teaching-learning practice: develop and communicate the objectives and intentions of the course / seminar; the presentation and discussion of discipline content; student-centered instructional strategies; the structure and organization of teaching; psychosocial climate of the training.

c. Practice assessment: the proposed assessment; evaluation methods and tools used; alternative assessment methods; ethics evaluation; recovery of evaluation results to improve teaching activities; participation in the organization and conduct of final examinations.

d. Improvement / Innovation professionalization students: optimizing existing curricula / components, organizational structure and evaluation, new disciplines, etc.); introduction of new areas or structures of training / training; promote technological innovation in methodology and professionalism (new laboratories specialized skills evaluation systems etc.); master planning and coordination of programs; organization and coordination of doctoral studies.

B. Relational skills include relational aspects of behavior and functional behavior / knowledge and advice.

a. Relational Behavior: interpersonal relationships and group.

b. Conduct operational / knowledge and advice: knowledge and differentiated counseling students; advise students in developing research projects; mentoring works diploma and masters theses; mentoring and participating at student involvement in scientific circles; support student participation in community activities; development of mentoring activities: meeting with students on issues of learning, vocational guidance, social work, etc.

C. Personal development and institutional scholars seeks participation in personal development and participation in institutional development.

a. Participation in personal development: participation in training sessions on the scholarly / scientific and psycho-pedagogical educational institution or outside it; involvement in specific activities for professional development of teachers as the proposer, the trainer.

b. Participation in the institutional development: involvement in academic and administrative life of the department; contributions to the development and implementation of development policies and strategies of faculty and the university; participation in professional and administrative activities: admissions, examinations, educational

fairs etc.; promote the image of the institution and professional expertise in the media and other institutions and organizations; development of inter-institutional partnerships. (Dan Potolea, "Standards for teacher training, a reference framework and some issues", Lecture presented at a seminar on initial and continuing training of teachers, organized by the Center Education 2000 + ", Sinaia, 2001).

Higher education institutions are directly responsible for the pedagogical training of university teachers. Besides scientific work, teaching is an essential component of university teaching profession, particularly through training complex, continuously evolving and adapting to new standards imposed by different variables that act directly and indirectly in the university area.

4. The relationship between personal development and motivation for teaching career training

In the human psychological system, motivation has often been made in relation to the cognitive dimension. In studying social cognition influence relations between mental structures occupied a large part of research concerns the field. After the 80's the main focus is cognitive and general design can be found in most studies is that mental processes are generally circular. Under this approach between motivation and cognition interaction there is always a sense that the motivation directs cognitive processes, and in turn constrain cognition motivation (Neculau, 2003). In an attempt to have a comprehensive vision on the importance of motivation into the human psyche and its relationship with other mental structures should be noted that there is current theoretical approach that integrates cognitive and motivational factors to explain social judgments and inferences, examining how the reasons to direct cognitive processing so that it is consistent with the reasoning (Neculau, 2003). An interesting approach to motivation for a career in teaching was done by Jesus and Lens (Jesus & Lens, 2005). Starting from the constructs of several cognitive theories of motivation, the authors sketched an integrative model of motivation for the profession of teachers, a model that attempts to overcome some limitations of existing models. Integrative model (Jesus & Lens, 2005) has the theoretical dimensions of learned helplessness model support, model reformulation and awaits assignment value or motivational discrepancy model. Learned helplessness and reformulation award refers to the fact that individuals who have experienced a failure to build causal explanations explain failure. For teachers, learned helplessness (Jesus & Lens, 1995) refers to the fact that responsibility for lack of situational antecedents of satisfaction of teachers includes states in which highly valued goals are coupled with a low expectation for their realization. Base professional success according to this perspective is the perceived value of goals. To provide a more detailed explanation of the motivation of teachers in career and Jesus proposed integrated cognitive model of motivation for the study of teachers' professional motivation. To explain this model will show its components. In addition to matters related to learned helplessness and expectation-value theory, the authors also include in the self-efficiency model, aspects of theory and the theory of intrinsic motivation. Beliefs form the basis for the effectiveness of performance expectations. Cognitive motivational aspects of the model are referring to the concept of persuasion as its guiding principle, any dictum, religious faith or passion that can give life meaning. Beliefs are like filters organized, predetermined for the way we perceive our surroundings. Intrinsic motivation of teachers also has roots in self-determination and orientation of teachers to the profession.

The greater the personal desire to pursue a career in teaching profession, the intrinsic motivation will be increased. Mention may be the model of Jesus and Lens (2005) proposed that when students choose a teaching career high valuation objectives and the training they offer students personal and career development. It can be said to have high expectations vis-à-vis the performance that will carry out the work with students and their personal development. Interaction with the students will record both successes and failures. Based on the above premise, the authors show that the first problems arise when teachers fail when they will consider it strictly depended on them as individuals, so it is their fault when they will consider it a success is due to circumstances favorable. Analysis of successes and failures will determine the student teacher to believe that the answer is not dependent on its level of involvement in activities with them. In conclusion, the likelihood of success is low due to chance and this is not the teacher's personal capacity. Intrinsic motivation will decrease teacher chosen career because you do not find satisfaction in planning and organizing activities with students. Objectives for the teacher who initially chose teaching career are not valued as a beginning and they all have an impact on teacher motivation for the profession. Taking into account the proposed study of Jesus and Lens (2005) may be mentioned that the dimensions of teacher motivation model proposed by them are found in some dimensions of personal development by taking power (empowerment) proposed Bruscaaglioni (Zani & Palmonari, 2003, apud. Bruscaaglioni, 1994).

In this model the main dimensions are the autoeficienței perception, perception of competence, attribution of causality within self motivation, action and participation, and hope ideologically possible influence learned. Acquiring a sense of control over personal development path will be associated with a decrease in stress-related way of approaching events, a better assessment of the external environment and greater self confidence and ability to act in their personal life. Emotions assumed power may be acquired through successive changes in the beliefs that shape the individual self-image, about the world they live and on the interaction of the two entities. Beliefs and explanations are prefabricated self image, reality and the relationships surrounding the individual with this reality. Belief system to guide the way individuals relate to this world, namely our attitudes. Many of them are related to positive aspects of life that supports efficient and harmonious adaptation to the environment and gives the individual a positive attitude toward self and others. Some of these beliefs, however, are self-limiting because they were wrongly appropriated in the history of the individual's past experiences. These beliefs were embedded in the memory of the individual messages and behaviors observed consistently over the years especially from parents, then they have been shaped by teachers, culture, close relatives, friends, colleagues, community, and in general all experiences. We have identified five broad categories of self-limiting beliefs: self-responsibility, self-esteem, axiological orientation, positive attitude and adapt to change. Negative aspects of the beliefs outlined above is assuming responsibility for actions, always finding a culprit for the action that the individual results achieved, an assessment of self-centered Nagata helplessness, total disbelief in the existence of an external aid, centering primarily on negative aspects of reality and resistance to any change.

5. Conclusions

Maintaining teacher motivation for the profession has become a goal of increasing the diversification difficult problems they face especially in relationships with students and educational system. Specialized list of books proposes a series of explanatory models decreased motivation of teachers, and models that are genuine ways of intervention to increase teachers' motivation. These models synthesize ideas on learned helplessness, withdrawal value theory, theory of self-efficiency perception and intrinsic motivation theory.

Approaches to integrate contemporary issues of motivation and cognition are explaining those judgments and reactions. When there is discrepancy between motivation and cognition, the tendency is to match the cognitive model of motivation.

Dimension of cognition is difficult to change and the belief that familiar way of explanation to himself, to the surrounding reality and to its relations with reality. Issues of motivation and cognition fits very well in personal development through the power acquired belief forming psychological (psychological empowerment), which may represent a way of motivation for professional growth to teachers.

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